

EAST ELEMENTARY

901 East Harrison Street
Dillon, South Carolina 29536

GRADES K-3 Elementary School

ENROLLMENT 541 Students

PRINCIPAL Woody Monahan 843-774-1222

SUPERINTENDENT D. Ray Rogers 843-774-1200

BOARD CHAIR Fitzgerald Lytch 843-774-5454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	37	55	4	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Excellent	Excellent	Yes
2004	Excellent	Good	Yes

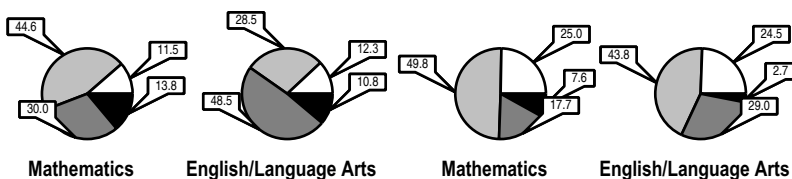
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

4.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	136	100.0	12.3	28.5	48.5	10.8	66.9	Yes	Yes
Gender									
Male	69	100.0	16.4	28.4	43.3	11.9	62.7		
Female	67	100.0	7.9	28.6	54.0	9.5	71.4		
Racial/Ethnic Group									
White	61	100.0	6.9	17.2	62.1	13.8	81.0	Yes	Yes
African-American	64	100.0	14.5	33.9	41.9	9.7	62.9	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	123	100.0	10.2	28.0	51.7	10.2	69.5		
Disabled	13	100.0	33.3	33.3	16.7	16.7	41.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	136	100.0	12.3	28.5	48.5	10.8	66.9		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	130	100.0	10.5	28.2	50.0	11.3	69.4		
Socio-Economic Status									
Subsidized meals	102	100.0	15.6	35.4	40.6	8.3	59.4	Yes	Yes
Full-pay meals	34	100.0	2.9	8.8	70.6	17.6	88.2		

Mathematics - State Performance Objective = 15.5%									
All Students	136	100.0	11.5	44.6	30.0	13.8	55.4	Yes	Yes
Gender									
Male	69	100.0	14.9	43.3	26.9	14.9	52.2		
Female	67	100.0	7.9	46.0	33.3	12.7	58.7		
Racial/Ethnic Group									
White	61	100.0	8.6	31.0	37.9	22.4	67.2	Yes	Yes
African-American	64	100.0	14.5	54.8	22.6	8.1	43.5	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	123	100.0	7.6	47.5	30.5	14.4	57.6		
Disabled	13	100.0	50.0	16.7	25.0	8.3	33.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	136	100.0	11.5	44.6	30.0	13.8	55.4		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	130	100.0	11.3	45.2	29.0	14.5	54.8		
Socio-Economic Status									
Subsidized meals	102	100.0	12.5	53.1	21.9	12.5	49.0	Yes	Yes
Full-pay meals	34	100.0	8.8	20.6	52.9	17.6	73.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	135	100.0	15.9	30.2	50.0	4.0	54.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	136	100.0	12.7	29.9	47.0	10.4	57.5
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	135	100.0	7.1	37.3	34.9	20.6	55.6
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	136	100.0	11.9	44.8	29.1	14.2	43.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 541)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	8.2%	Down from 9.0%	3.5%	2.7%
Attendance rate	99.3%	Up from 95.9%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.5%		3.6%	3.5%
Eligible for gifted and talented	8.0%	Up from 5.1%	9.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.2%	Down from 6.4%	9.3%	8.2%
Older than usual for grade	2.6%	Down from 3.2%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	51.6%	Up from 51.4%	46.9%	51.4%
Continuing contract teachers	96.8%	Up from 91.4%	87.2%	87.5%
Highly qualified teachers**	100.0%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	94.7%	Up from 92.6%	86.4%	86.7%
Teacher attendance rate	94.0%	Down from 95.2%	94.7%	94.9%
Average teacher salary	\$39,741	Up 1.7%	\$39,923	\$40,760
Prof. development days/teacher	7.6 days	N/R	13.2 days	12.4 days

School				
Principal's years at school	1.0	Down from 5.0	3.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 20.2 to 1	18.3 to 1	18.9 to 1
Prime instructional time	92.7%	Up from 90.5%	89.5%	90.0%
Dollars spent per pupil*	\$4,582	Down 11.5%	\$6,090	\$6,044
Percent of expenditures for teacher salaries*	76.1%	Up from 64.4%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	98.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Instruction at East Elementary School is based on the philosophy that all stakeholders must be fully involved in the educational process. Our teachers have high expectations for all students to learn, assisted by parental and community support and constant home/school communication. This formula has served East Elementary well in the past and continues to guide our efforts. In 2003-2004, East Elementary was one of only 33 elementary or middle schools in the state to score at the 90th percentile in closing the achievement gap among subgroups of students.

Despite limited resources, our teachers research, teach, and assess state standards with developmentally appropriate activities. In addition to basic classroom instruction, some of those activities include field trips, instructional assemblies, and guest speakers. Some examples of low cost, highly interesting and engaging activities that came to us this year are speakers and exhibits from Science South, The South Carolina Children's Museum, and The South Carolina Department of Natural Resources. There were limited field trips to Ripley's Aquarium, The State Museum, and local theater productions. These field trips were limited because of the expense, but they are valuable educational experiences, and we will make efforts to reduce the costs and increase the numbers of these events in 2004-2005.

Our character and citizenship education is supplemented by numerous service learning projects. Students in all grade levels participate. Supplemental to classroom instruction is the Reading Counts Program administered by our media specialist. Thousands of books were read through this program.

The staff of East Elementary participates in professional development activities to stay abreast of current applicable laws and regulations, changes in state standards, and educational trends. We received training this year in a schoolwide writing program and increasing the use of technology in instruction. Subject area representatives at all grade levels attended conferences and classes and returned to share valuable information with peers.

We thank a very supportive and active PTA for providing funds for teacher supplies, desks, and volunteers for events such as our fall festival, curriculum nights, teacher appreciation week, and much more. Additionally, many businesses and community members made numerous contributions to the success of these events.

This school and the community have truly responded to the mission to provide challenging educational programs that require students to meet high academic standards and prepare to be responsible citizens and lifelong learners.

Woody Monahan, Principal
Mandy Cribbs, SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	127	113
Percent satisfied with learning environment	93.8%	84.8%	89.9%
Percent satisfied with social and physical environment	90.9%	88.5%	86.1%
Percent satisfied with home-school relations	90.3%	83.2%	81.1%

*Only students at the highest elementary school grade level at this school and their parents were included.